

**THE CORRELATION BETWEEN MOTIVATION IN LEARNING  
ENGLISH AND THE ENGLISH LEARNING ACHIEVEMENT  
OF THE SECOND YEAR OF SLTPN 11 KAMPAR**



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PEKANBARU  
1431 H/2010 M**

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## **ABSTRACT**

### **Erfina Nofianis (2010) : The Correlation between Motivation in Learning English and the English Learning Achievement of the Second Year of SLTPN 11 Kampar**

The formulation of the problem are, is there any significant correlation between motivation in learning English and the English learning achievement at SLTPN 11 Kampar, the second, what are the factors that influenced the motivation of the students in learning English at SLTPN 11 Kampar. The objective of the research was to find out the correlation between motivation in learning English and English learning achievement and to find out the factors that influenced achievement of students. In this research, the total of population was 43 students of the second year of SLTPN 11 Kampar. Furthermore, in collecting the data, the writer used questionnaire and analyzed the data using the correlation product moment. Result of data analysis shows correlation coefficient 0.762, at level significant 0.000. Based on the data analysis, it is the strongly relationship between motivation in learning English and the English learning achievement of the second year of SLTPN 11 Kampar, so hypothesis that the writes writer is received or accepted. Then, some the factors that influence motivation of students in learning English are described below:

1. The student attitude
2. Learning facilities
3. The sufficiency of time
4. The teacher attitude

## **ABSTRAK**

### **Erfina Nofianis (2010) : Hubungan antara Motivasi dalam Belajar Bahasa Inggris dan Prestasi dalam Pembelajaran Bahasa Inggris pada Siswa Kelas Dua di SLTPN 11 Kampar**

Perumusan masalah adalah, adakah perbedaan korelasi yang signifikan antara motivasi dalam belajar bahasa inggris dan prestasi dalam pembelajaran bahasa inggris di SLTPN 11 Kampar, yang kedua, apa faktor-faktor yang mempengaruhi motivasi siswa dalam belajar bahasa inggris di SLTPN 11 Kampar. Tujuan penelitian adalah untuk menentukan hubungan antara motivasi dalam belajar bahasa inggris dan prestasi dalam pembelajaran bahasa inggris dan untuk menentukan faktor-faktor yang mempengaruhi prestasi siswa. Dalam penelitian ini, jumlah populasi adalah 43 orang siswa kelas dua di SLTPN 11 Kampar. Kemudian, dalam pengumpulan data, penulis menggunakan angket dan menganalisa data menggunakan korelasi product moment. Hasil data analisis menunjukkan koefisien korelasi 0.762, pada tingkat signifikan 0.000. Berdasarkan data analisis, adanya hubungan yang erat antara motivasi belajar bahasa inggris dan prestasi siswa dalam pembelajaran bahasa inggris pada siswa kelas dua di SLTPN 11 Kampar, jadi hipotesis yang penulis tulis diterima. Kemudian, beberapa faktor yang mempengaruhi motivasi siswa dalam belajar bahasa inggris adalah sebagai berikut :

1. Sikap siswa
2. Fasilitas belajar
3. Kecukupan waktu
4. Sikap guru

## مخلص

ايرفينا نوفريانى (٢٠١٠) : ترتيب الدوافع في التعلم اللغة الانجليزية  
وحصول في التعليم اللغة الانجليزية عند  
تلاميذ الفصل الثانى بالمدرسة المتوسطة  
الحكومية ١١ كمبار.

تكوين المشكلة فى هذا البحث هو هل موجود فرق ترتيب الذي  
مطبق الدوافع فى التعلم اللغة الانجليزية وحصول فى التعليم اللغة  
الانجليزية بالمدرسة المتوسطة الحكومية ١١ كمبار, الثانية هو ماذا  
العوامل التى تؤثر الدوافع تلاميذ فى التعلم اللغة الانجليزية بالمدرسة  
المتوسطة الحكومية ١١ كمبار. اهدف هذا البحث هو لوجود ترتيب بين  
الدوافع التعلم اللغة الانجليزية ولوجود العوامل التى تؤثر الدوافع تلاميذ.  
فى هذا البحث عدد المجتمع هو ٤٣ تلميذا الفصل الثانى بالمدرسة المتوسطة  
الحكومية ١١ كمبار. ثم فى طريقة لجمع البيانات باستعمال الاختبار,  
وتحليل البيانات باستعمال ترتيب فردى موميت. حصول تحليل البيانات  
تدل على كواوفيسين ترتيب ٠٧٦٢ فى ترقية سغنيفكن ٠,٠٠٠ بناء على  
تحليل البيانات موجود ترتيب الذي قرة بين الدوافع فى لتعلم اللغة  
الانجليزية وحصولا فى التعليم اللغة الانجليزية عند تلاميذ الفصل الثانى  
بالمدرسة المتوسطة الحكومية ١١ كمبار, ثم حيفوتيسس الذي تقدم الباحثة  
مقبول. ثم العوامل لتي تؤثر الدوافع تلاميذ فيمايلي:

١. لأخلاق تلاميذ
٢. الألة التعلم
٣. كافي الأوقات
٤. الأخلاق المدرس

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Problem**

English is one of the languages spoken by people in the world. They are divided into three groups; those who have learned it as their native language, as a second language, and as a foreign language. In Indonesia, English is considered as a foreign language. It is learnt in school that has English program or English class.

Syah (2002:113) states that learning process is a step in change attitude cognitive, affective and psychomotor that happens in the students. The change in form of positive, it means to be more forward than before.

Learning is a process of activity and it is very fundamental in the process each kinds and step of education. It means that success or not in reaching the purpose of education is based on the process learning itself. Learning is a successful key to someone. Someone can success if he/she learns. Besides, motivation can also become a successful key.

Motivation is very important in language learning or gaining the objectives of learning. The above statement indicates that motivation in learning English becomes a key factor to successful conversational ability among the students and which much influences them in learning English.

Learning depends on to requirement and motivation. The directional learning is to reach the purpose. To get that purpose, the people must determine learning set,



and to reach the purpose is influenced by situation. There are learning activities in some situation. They are listening, looking, groping, kissing, and tasting, writing, reading, making conclusion, observing tables, diagramming and scheming, arranging the paper, remembering, thinking and practicing.

McDonald gives a definition about motivation as the change teenage in someone or self marked by motivation of affective reactions and in tired effort of target. Those definitions contain three things, there are:

1. Motivation is started with a change of someone self mystical power.
2. That motivation is marked by motivation of affective.
3. Motivation is marked by tired reactions of target.

Maslow states that requirement of human in hierarkis altogether latent in human self. The requirement includes; physiological requirement, requirement of safe, requirement of affection, requirement of esteemed and respected, and requirement of self actualization. Self actualization, appreciation or respect, sense of belonging, and love or darling, safeness, and peaceful is basic physiological requirement.

The Maslow theory can be applicable in so many life aspects. In education, this theory is done with way of fulfilling requirement students, to can reach maximum learning result and as good as possibly. For example, teacher gets the situation of students individually, looks after situation of good learning, existence of students and pays attention to learning area like place of pleasing learning, free of noise or pollution, without a hitch in learning.

According to some psychologies, everyone there is determination of behaviors is working for influence the behaviors. Determinant is motivation of human behaviors. For example, someone have high motivation in learning caused it's the appreciation hope or achievement.

Atkinson (in Uno, 2008:8) says that successful tendency determined by motivation, opportunity, and intensity; so also on the contrary with tendency to fail. Motivation influenced by situation of emotion of someone. Teacher can give motivation of student by seeing emotional situation of the student. According to him, motivation of achievement is owned each and everyone, and its intensity depend on condition of bouncing people.

Brophy (in Uno, 2008:8) states that a list strategy motivation applied by teacher to give student stimulus that be productive in learning. They are:

1. Interrelationship with condition of area is containing condition of sportsmanlike area, condition of level of difficulty, condition of having a meaning of learning, and having a meaning of strategy intruder.
2. Chance of success, contains program successfulness, purpose of teaching, remedial socialization of appreciation from outside which can contain present, interest which are positive, learning rate of return.

According David McClelland et al (in Uno, 2008:9), a motive is the reintegration by a cue of a change in an affective situation. Motif appearance cause is from excitement of difference of present situation with situation that is expected, so

that the change sign seen at existence of affective difference when motif appearance and when effort for attainment expected.

Based on the motivations theory is above can be concluded, motivation is a motivation arising by existence of excitement from within nor external so that someone has a mind to perform a change of behavior become better from situation before all, that have indicators as follows:

1. Existence of ambition and desire to do activity
2. Existence of motivation and requirement does activity
3. Existence of hope and aspiration
4. Existence of appreciation and respect
5. Existence of good area
6. Existence of interesting activity

Motivation can help in comprehending and explaining attitude of individual, including attitude of individual being learning. There are important roles from motivation in learning and study. They are the role of motivation in determining strengthening of learning, the role of motivation in clarifying purpose of learning, and motivation determines learning diligence.

Motivation has correlated with achievement. Achievement can be known after doing test or evaluation. Evaluation is expression and measuring result study of students. It purposes to know the level of success of students that they reach, to know the level of position of students in their classroom, and to know the level of effort done by students in their learning. When the teacher gives evaluation the students

afraid and they are failing in its work. Therefore, the students must have motivation and strong desire to obtain good achievement and the effort to get good achievement.

The students will succeed to reach good learning result influenced by some factors. The factors consist of level of good intelligence, lesson according to talent owned, high interest and attention to lesson, the way of good learning, and learning strategy developed by teacher. Family situation is giving motivation to go forward. Besides, school surroundings, orderly, regular, discipline, are conducive for activity of students' competition in study.

Based on description above, it can conclude that achievement is a result from effort done by students in learning. It is known the level of students' ability.

SLTPN 11 Kampar is one of school in Kampar regency. It is integrated school, and it has national standard. It is not only having general subject studied in the morning but also religious subject that is studied in the afternoon. It has many subjects. One of them is English. English is a subject that is important this school.

In SLTPN 11 Kampar, the teachers use the KTSP (Curriculum Level of unit of lesson) where the teacher must make the lesson plan alone based on the curriculum. Besides, the teacher must make the study program from the syllabus. The lesson given must be reaching KKM (complete criterion of minimum). KKM is specified based on absorption of the students. KKM in SLTPN 11 Kampar is 62. The students should be able to reach KKM that has been specified by school. If they cannot reach it, they will be given remedial until they can reach KKM.

English is one of the subjects included of UN (National Test). The students study English twice a week for 90 minutes in one meeting. They follow the lesson when learning English. When the teacher explained the lesson in the front of class, they were focus and listen to the teacher seriously, they always do assignments given by the teacher, they can do their assignments well and they always do their homework. When performed semester test, they have achievement is not good. Some students are getting value under standard. There is 17 students is getting value under standard KKM. Lowest value is 41. This is far under standard of KKM specified.

After the writer doing preliminary observation in SLTPN 11 Kampar, writer saw some of students had high motivation in learning English but their English learning achievements were low. So, the writer is very interested to do this research.

From description above, the writer is interested in conducting this research based on the several phenomena below:

1. The students are active during learning process.
2. The students never absent.
3. The students discipline is good.
4. The students always do the task.
5. The students always review the lesson.
6. The students have value under standard KKM.

Based on the symptoms above, the writer is very interested in carrying out a research entitled: **“The Correlation between Motivation in Learning English and the English Learning Achievement of the Second Year of SLTPN 11 Kampar”**.

## **B. The Problem**

### **1. The Identification of the Problem**

This study focuses on the correlation between motivation in learning English and the English learning achievement. Based on the writer's preliminary study at the research area, several problems are identified as follows:

1. How is motivation of the students in learning English?
2. Why do the students can not do their assignment well?
3. Why do the students are lazy do their homework?
4. Why do the students difficulty to comprehend the lesson?
5. How are correlations between motivation in learning English and English learning achievement?
6. What factors that caused bad learning English achievement of students?
7. What factors that influence learning English achievement of students?

### **2. The Limitation of the Problem**

In clarifying this study, the writer limits the problems to the correlation between motivation in learning English and the English learning achievement of the second year of SLTPN 11 Kampar.

### **3. The Formulation of the Problem**

Based on limitation of the problem above, the writer formulates in the problem as follows:

- a. Is there any significant correlation between motivation in learning English and the English learning achievement at SLTPN 11 Kampar?
- b. What are the factors the factors that influenced the motivation of the students in learning English at SLTPN 11 Kampar?

### **C. The Reasons of Choosing the Title**

The writer is interested in conducting this research because of some reasons:

1. To fulfill one of the requirements to finish the study at Education and Teacher Training Faculty of UIN Suska Riau.
2. The title of this research has never been researched yet.
3. The writer wants to know if there is any significant the correlation between motivation in learning English and the English learning achievement.

### **D. The Objective and Significance of the Research**

#### **1. The Objective of the Research**

- a. To find out the correlation between motivation in learning English and the English learning achievement of the second year at SLTPN 11 Kampar.
- b. To find out the factors that influence achievement of students in learning English at SLTPN 11 Kampar.

## **2. The Significance of the Research**

- a. To know and give valuable information about the students' achievement and its correlation with motivation of the students in learning English of the second year at SLTPN 11 Kampar.
- b. To give some input for teachers of SLTPN 11 Kampar about Motivation of the students in learning English.
- c. To develop and enlarge the writer's insight and knowledge.

## **E. The Definition of the Term**

### **1. Correlation**

Correlation is a connection between two things in which one thing changes as the other does (Hornbi, 2000:296). In this research, correlation means how the correlation motivation in learning English and the English learning achievement.

### **2. Motivation**

Motivation is the factors that determine a persons desire to do something (Plat, 1992:238). In this research, motivation means how the motivation of the students in learning English is.

### **3. Achievement**

Achievement is a thing that somebody has done successfully, especially using their own effort and skill (Hornby, 2000:11). In this research,



achievement means how achievement results of students in English learning are.

## **CHAPTER II**

### **THE THEORETICAL FRAMEWORK**

#### **A. THE MOTIVATION**

According Mc.Donald (in Djamarah, 2002:114), motivation is an energy changed within the person characterized by affective arousal and anticipatory goal reactions. This definition contains three elements:

1. Motivation begins in an energy change in the person. Although we know the organic base for some energy changes, for many motivates the exact organic nature of this change is unknown.
2. Motivation is characterized by affective arousal. A number of terms have been used to describe this feeling state. Subjectively it may be characterized emotion.
3. Motivation is characterized by anticipatory goal reactions. The motivated person makes responses, which lead him to a goal, the function of which is to reduce the tension created change in him.

Based on the theories above, it can be concluded that motivation is very important to achieve the goal besides, motivation is also a set of stimulus inside of human body, which is not observable directly. It can increase one's activities in gaining his or her objectives.

Brown (in Septikawati, 2007:8) states that motivation is commonly through of as an inner, impulse, emotion, or desire that moves one particular action. It means motivation consists of various aspects, as follows:

1. Emotion is excitement of the feeling.
2. Desire is a strong wish.
3. Impulse is a sudden desire to act.
4. Inner drive is a pressure to do something from inside.

Each aspect can arise one's motivation in doing something. Furthermore, Douglas says more specifically, human beings universally have needs or drives that are or less innate, yet their intensity is environmentally conditioned. There are six desires or needs of human organism that are commonly identified which undergo the construct of motivation as follows:

1. The need for exploration, for human seeing and probing unknown.
2. The need for manipulation, for operation on for environment.
3. The need for activity, for movement and exercise, both physical and fundamental.
4. The need for stimulation, the need to be stimulated by the environment by other people or by ideas thoughts and feeling.
5. The need for knowledge, the need to process and internalize the result of explanation, manipulation, activity, and stimulation to solve contradiction, to quest for solution to problem and self-consistent system of knowledge.
6. Finally, the need for ego enhancement, for the self to be unknown and to be accepted and approved of by others. (H. Douglas Brown, 2000:160)

Wahosumidjo (in Uno, 2008:8) states that motivation is pushing and strength in an individual to do specific purpose which wish to be reached means that purpose

is thing beyond people so that people activities are more directionally because they will try more spirit and active in doing something.

Motivation draft that has correlation with someone attitude can be classification into the following aspects:

1. Someone likes to do something. He/she will be motivated if he/she likes the activity.
2. If someone feels sure, he/she will impel to do the activity.

According Chitravelu,et al (in Septikawati, 2007:9), Motivation is an extremely important factor in successful language acquisition. They state there are two types of motivation. They are:

1. Extrinsic motivation

Extrinsic motivation is caused by external factors such as a desire to be assimilated into the culture of the speakers of English, the prospect of gaining entry into a college or university or getting paid job, a desire for praise and recognition from fellow students and teachers.

External factors include:

- a. Family factor (parent role and attention, relationship among family members, home situation, economic, and cultural background).
- b. School factor (Teaching method, curriculum, relationship between teacher and students, relationship between students and students, school discipline, lesson tool, school time, condition of school, learning method, homework).

- c. Society factor (student activity in society mass media, friend and others). These factors can influence students learning motivation. It means that motivation drives, behavior from someone in doing something.

## 2. Intrinsic motivation

Intrinsic motivation is keenness or desire to learn English for its own sake. For example, a student who comes into a family that has a very positive attitude towards English will also have a love for the language and will want to master it to the best of his ability.

Raffani (1996:3) states that intrinsic motivation is choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself. It's what motivates us to do something when we do not have to do anything. From this statement we can conclude that intrinsic motivation comes from the learner himself, because the learner has the basic physique to achieve self-actualization and conquer the challenging situation.

Moreover, Brown (1994:164) says that extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. The examples of this reward are money, prize, grades, punishment, etc. teachers, parents, friends, the surrounding and society usually give the extrinsic motivation.

Based on the ideas above, it can be understood that someone's behavior arises because of specific motivation. Motivation can be intrinsic or extrinsic. Consequently, motivation is very important because it can activate someone's behavior in order to attain the goal. It may also refer to an activity that directs a

person or a thing to be active when there would be need to reach based on what someone wishes to do. For this reason, Sardiman (1984:75) subdivides motivation as follows:

- a. To encourage a person to do something that is courage and may release someone's energy such an encouragement becomes a motor from which any activities are done
- b. To determine direction for which something is done, that a directed goal to be reached in the form of activities for the formulated objectives
- c. To be selective action, that is a cohesive activity being done for any varied objective in an attempt to distinguish between the good and bad thing.

Chitravelu, et al (in Septikawati, 2007:11) states that motivated students are more successful than others in their attempts to learn English. The characteristics of successful language learners or motivated language learners are illustrated as follow:

- a. They have positive attitudes towards English and speakers of English.
- b. They learn English for some reasons:
  - 1) Because they wish to interact with other speakers of English.
  - 2) Because they wish to further their education.
  - 3) Because they wish to get a better paid job.
  - 4) Because they wish to read books, magazine, etc in English.
- c. They make an effort to get into situation where English is used and they use English as often as they can.

- d. They consciously try out new strategy for learning and remembering new topic, new words, and their meaning.
- e. They prepare to take risk, they make mistakes and they learn from the mistakes that they make. They achieve success and develop competence, and this motives them to learn more.

The criteria of students that have high motivation are:

- a. Feel enthusiastic if he/she is successful in learning.
- b. Determine realistic purpose and responsibility risks by him self.
- c. Do something just for achievement not for being powerful.
- d. Want feedback from their achievement.
- e. Have initiative behavior when measure than other people.

High motivation from students influences their attitude and achievement in learning English. Another aspect of motivation is tied to a person's perseverance a motivated person is willing to work hard, even if the work is not immediately successful.

Motivation and learning is two things that are each other influenced. In learning process, motivation is much needed, because someone who not has motivation in learning will not do learning activity. It is indication something that will be worked not touch its necessary. Motivation of learning can arise from intrinsic factor, in the form of success ambition and desire and motivation of requirement of learning, hope will dream. And extrinsic factor is existence of appreciation, learning area which conducive and activity of interesting learning.

Motivation can help in comprehending and explains attitude of individual, include attitude of individual is being learning. There are important role from motivation in learning and study. They are:

- d. The role of motivation in determining strengthening of learning.

Motivation can role in strengthening of learning if a learning child given on to a problem required resolving and can only be broken with help of things that its pass through.

- e. The role of motivation in clarifying purpose of learning.

The role of motivation in clarifying purpose of learning has relation with learning meaning. The student will interest to study something, if it is studied have been its knowable or enjoyed the benefit for child.

- f. Motivation determines learning diligence.

A child has motivates to study something, he/she will try to studies with good and diligent with hope get good result. In the case, seen that motivation in learn causes someone seriously to learning. On the contrary, if someone is less or doesn't have motivation to learn, so she/he is not durable to learn. She/he is easy tempted to doing something else and doesn't learn. It means motivation very influence to learning diligence.

## **B. MOTIVATION IN LANGUAGE LEARNING**

In learning, motivation is a very important factor because without good motivation the result of learning or achievement can be unsatisfactory. In order



words, learning theory as practicing language teacher to account for variation in attainment a second language under the same set of conditions has cited attitude and motivation.

Chanrasegeran (in Septikawati, 2007:13) says that the two are generally seen as related since logical that a positive attitude toward foreign language study and toward the language, in particular, motivates in learning a second language.

Harmer (in Septikawati, 2007:13) also states that in studying the target language, there are two types of such motivation, and they are integrative motivation and instrumental motivation.

- a. Integrative motivation is employed when learners wish to integrate themselves with and become a part of that. In this case, they desire to know as much as possible about the culture of the target language community.
- b. Instrumental motivation describes a situation in which learners believe that the mastery of the target language will be instrumental in getting them a better job position our status.

Conversely, learner with little interest or with low instrumental motivation will learn slowly and might stop learning while many instances of intrinsic motivation may indeed turn out be integrated, some may not. For example, one could, for highly developed intrinsic purposes, wish to learn English in order to advance in a career or to succeed in an academic program. Likewise one could develop a positive affect toward the learning of English for extrinsic reasons, such as parental reinforcement or teacher's encouragement.

### **C. ENGLISH LEARNING ACHIEVEMENT**

According Hornby (2000: 11) achievement is a thing that somebody has done successfully, especially using their own effort and skill. It means student's effort and skill can determine their success. They can be easy to get the achievement in learning English if they have efforts and skills.

According Morgan (Kurniati, 2008: 11), achievement is accomplishment on a test of knowledge of skill also personal motive. Achievement refers to what somebody has done and can do. Something which a person can do, is called ability, while what he has done, usually through learning is achievement. In another definition Morgan defines that achievement is a powerful motive to accomplish something to succeed at what one undertakes and to avoid failure.

Based on the theories, achievement can be divided as the result that is gained by someone after learning the material of a subject matter within a certain period of time. Number usually symbolizes it.

Tulus Tu'u says student learning achievement is learning result reached by the students in following and doing the task and learning activity in the school. It is proved and shown through value or value number done by the teacher to student task.

From the explanation above, we can conclude that learning achievement is the result that the learner has received after they learn the material of a subject matter within a certain period time. Achievement relates to learning activity that is the process while achievement is the result has received from learning actively and

learning here. In this study, learning achievement is the score of the students after they got the test of English learning.

In the other words, to measure the English achievement, we should give a test. According Brown (in Captia Idaman, 2007: 9), a test is a method of measuring a person's ability or knowledge in a given area. Thus, by giving test, we will know whether our teaching is successful or not. From statement above, the writer concludes that a test is very necessarily that given to the students. By giving test, the teacher can be easy to know whether his/her teaching is successful or not, besides, the students can know their English achievement.

English achievement is defined as the achievement gained by the students after have learned certain materials of English learning within certain period of time. It is usually symbolized by numbers.

#### **D. FACTORS THAT INFLUENCE ACHIEVEMENT**

Achievement is the result of someone gotten after they learn the material of a subject matter within a certain period time. According Kartini Kartono (in Merson U. Sangalang in Tulus Tu'u, 2004: 78) achievement is influenced by some factors. They are:

##### **a. Intelligence**

In Macmillan Dictionary, intelligence has meaning as ability to learn from experience, to solve problem rationally, and to modify behavior with changes in environment, faculty of understanding and reasoning.

High and low of intelligence had by a student determines it's the success reaching achievement of learning, including the other achievement based on kinds of intelligence that uppermost in they self.

b. Talent

Talent is the ability that someone brings from born accepted as heritage from their parents. Every one has different ability that with the others. The ability owned by the students if they give opportunity to develop in study will be able to get the more high achievement. The students will choose the educational better pay attention the ability that they have.

c. Interest and attention

Interest and attention have correlation tightly. If the students have interest to the subject usually, they have high attention to the subject. Interest and attention will give impact to their achievement.

d. Motif

Motif is motivation that makes someone make something. If the students have motif good and strong in study, it will expand of effort and activity to get high achievement. The students who have not motivation in study, it will affect not good in their learning achievement.

e. The way of learning

The success of students is influenced by the way of them learning. The way that efficiency learning enables to get higher achievement compared with inefficiency way. The ways of learning efficiency are as follows:

1. Concentration before and at the time to learning.
2. Study again material which has been received.
3. Read material being studied accurately and good, and try dominating it as well as possible.
4. Try to finalize and so we problems.

f. Learning environmental

Family is one of high potency in giving influence to the students' achievement. The parents have given motivation, spirit, guide, and by, word to their children. Besides, the parents must have correlation and communication with their children. These are will influenced the students' achievement.

g. School

School is the second surrounding that give influence to the students' achievement. Therefore, school is education surrounding which have been structured, has system and organization which good for investment of ethic value, morale, bounces, spiritual, discipline and science. Condition of conducive will push student to compete in learning. If the school successfully creates situation conducive for learning, the relation and communication everyone in the school created to be good, active and interactive learning method, supporting facilities and discipline

Nowadays, the student faces so much threats and challenges. The achievement reached in learning has not optimal and obstructed. According Kartini Kartono (in Sri Rahayu in Tulus Tu'u, 2004: 82) the other matter that can hamper the students' achievement are:

d. Inhibiting from inside

Inhibiting from inside consist of:

1. Health

The students who their health always annoyed caused many time to rest. It makes them left of lesson. This student achievement possibility can not be optimal. Therefore, the parent needs to pay attention to their children health. The nutritious and clean foods are required attention.

2. Intelligence

The student who has level of low intelligence will cause their ability to follow lesson activity. Intelligence influences fast or slow progress of student in learning.

3. Attention

Attention here consists of attention in the house and in the school. Learning attention in the house always annoyed by television, house condition and family condition. Learning attention in the school is annoyed by condition and situation in the classroom, its light to effort concentration. Adequate attention will cause unfavorable to result of learning.

4. Interest

Interest is tendency to something. If the lesson developed by the teacher does not cause student interest or the student does not develop their interest in lesson, this is will make the students does not learn seriously. Result of learning is not optimal.

## 5. Talent

Talent is potency that someone brings from born. The lesson followed by student unmatched to talent owned will not reach high result.

### e. Inhibiting from outside

Inhibiting from outside consists of:

#### 1. Family

This factor can in the form of parent factor. For example, the way of parent educates their children with unfavorable, relationship between parent and child that unfavorable. Then, house condition factor. For example, situation of crowded house, the relation of family member that is less harmonious. Then, family economics factor, if family economics is less, requirement of life and learning equipment has not fulfilled and if family economics have been good, requirement of life and learning equipment can be fulfilled even more.

#### 2. School

School factor consists of learning method. For example, method used by teacher less suitable with matter, monotone, less variation, so that the student less interest and boring. The correlation between teacher and student factor, if the teacher is hates or dislike. So that results of learning less good. The correlation between the students, if the correlation the students is less, its will disturb result of learning. The teacher factor consists of teaching

very fast, voice less hard, matter control is unfavorable, class control is low, low motivation. Facilities school factor. For example, building, room, table and chair, books, if it is less will, it disturbs results of learning.

### 3. School Discipline

Less school discipline can influence not good to learning process. For example, the student who is not discipline will be let, and the student who is discipline will not. It will make un-justice taste to the students.

### 4. Society

Mass media factor, for example, television, radio, and magazine. It can disturb learning time. Unfavorable friend factor, for example, friend is smoking, uses drugs, many play. Its will destroy learning achievement and student attitude.

### 5. Family Surrounding

Family surrounding factor, for example, many unemployed, gambles, steal, drinks, the way of speaking is undignified. Surrounding can influence the result of learning.

### 6. Organizational Activity

Many organization activity besides can support result of learning, It can also disturb result of learning.



## **E. THE CORRELATION BETWEEN MOTIVATION AND ACHIEVEMENT**

Brookfield and Nordberg (in Antonio Chandra Segaran in Capta Idaman, 2007: 11) states that attitude and motivation are related to achievement in second language learning, and motivation of an integrative orientation, in particular, makes for more successful learning than motivation of an instrumental orientation.

Brookfield and Nordberg in Ali Usman (in Capta Idaman, 2007: 3) says that there are five factors that influence students' achievement automatically. They are students' interest, anxieties, and level of aspiration, needs, and their attitude of learning the subject. Therefore, motivation is one of the keys for the students to get success in learning English as a foreign language.

Based on theory above, it can be conclude achievement is influenced by motivation. If the students have high motivation, it will result good achievement. If the students have less motivation, it will resulted bad achievement.

## **F. OPERATIONAL CONCEPT**

The operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study as an abstract concept operated from research planning which should be interpreted into particular words in order to be easy to measure.

In this research, they as two variables:

1. Motivation in learning English (x)

The indicators as follows:

- a. The students have attention in study English.
- b. The students always review the lesson.
- c. The students always read books in English.
- d. The students always active during learning process.
- e. The students always do the task.

2. Students' English Learning Achievement (y)

The indicators as follows:

- a. The students can give expression agree and disagree.
- b. The students can identify meaning and information from the text.
- c. The students can arrange the word make the sentence that has meaning.
- d. The students can complete the text in from of descriptive.
- e. The students can give asking, giving and refusing service.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Design of Research**

The method used in this research is correlation method. It is one of method that correlate between one variable to other variables for the purpose of describing existing condition and result of the correlation between variable. It means to know have or not correlate between two or variable.

This research is connecting between motivation in learning English and English learning achievement. This research is using two variables. They are:

Variable x : Motivation in learning English

Variable y : English learning achievement

#### **A. Location and the Time of the Research**

This research was conducted of the second year of SLTPN 11 Kampar at Kampar Regency of Riau. The research was started from December 2009.

#### **B. The Subject and Object of the Research**

##### **1. The Subject of the Research**

The subject of this research was the second year students of SLTPN 11 Kampar in 2009/2010 Academic year. The subject consist two classes (43) students. Briefly, all students who were studying at the second year students of SLTPN 11

Kampar, in 2009/2010 Academic year, were picked up to be the subject of this research.

## **2. The Object of the Research**

The object of this research was the correlation between motivation in learning English and English learning achievement of the second year at SLTPN 11 Kampar.

## **D. The Population and Sample of the Research**

The population and sample of this research was the second year students of SLTPN 11 kampar in 2009/2010 Academic year. The population consist two classes (43) students. Because of the small population, the writer took all population of the second year students of SLTPN 11 Kampar as sample.

Arikunto (2006:134) say that if the population less than one hundred, it is better if we take all of the population. The table below informs the number of the samples taken:

<b>No</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1.	II A	13	9	22
2.	II B	14	7	21
	<b>Total</b>	27	16	<b>43</b>

### E. The Data Collection Technique

In this research, there was one kind of instruments used by the writer to collect the data needed, that was:

- a) Questionnaire. This was used by providing a set of questions which were answered by the respondent.

### F. The Data Analysis Technique

In this research, the writer used correlation product moment. Arikunto (2006:271) say that correlation product moment is used to determine correlation between two interval phenomena.

The formula:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}}$$

$r_{xy}$  = coefficient correlation product moment.

$N$  = amount of research subject.

$\sum x$  = amount of total score of item.

$\sum y$  = amount of total score of item.

$\sum x^2$  = amount of total square of item

$\sum y^2$  = amount of total square of item.

$\sum xy$  = amount of result of multiplication of total score of item.

## **CHAPTER IV**

### **RESEARCH ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Description of the Research Instrument**

In this chapter, the writer will present the result of the study and the presented data were obtained through questionnaire and result of semester test. They are all about the motivation in learning English and English learning achievement.

The main purpose of this research is to find out correlation between motivation in learning English and English learning achievement.

##### **2. The Data of Students' Motivation to English Lesson**

The data will be presented consecutively in the form of tables. They are as follows:

**Table IV.1**  
**Students Response on Following the Lesson Seriously**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	15	34.9 %
2.	Sometimes	21	48.8 %
3.	Never	7	16.3 %
Total		43	100 %

This table show us that 15 (34.9%) of respondents always followed the lesson seriously, 21 (48.8%) of respondents sometimes followed the lesson seriously and 7 (16.3%) of respondents never followed the lesson seriously.

**Table IV.2**  
**Students Response on Paying Attention to the Lesson during the Teaching and Learning Process**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	13	30.2 %
2.	Sometimes	26	60.5 %
3.	Never	4	9.3 %
Total		43	100 %

This table show us that 13 (30.2%) of respondents always paid attention to the lesson during the teaching and learning process, 26 (60.5%) of respondents sometimes paid attention to the lesson during the teaching and learning process and 4 (9.3%) of respondents never paid attention to the lesson during the teaching and learning process.

**Table IV.3**  
**Students Response on Asking If Not Understand**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	2	4.7 %
2.	Sometimes	36	83.7 %
3.	Never	5	11.6 %
Total		43	100 %

This table show us that 2 (4.7%) of respondents always questioned if did not understand, 36 (83.7%) of respondents sometimes asked if did not understand and 5 (11.6%) of respondents never asked if did not understand.

**Table IV.4**  
**Students Response on Coming to the English Class on Time**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	19	44.2 %
2.	Sometimes	18	41.9 %
3.	Never	6	13.9 %
Total		43	100 %

This table show us that 19 (44.2%) of respondents always came to the English class on time, 18 (41.9%) of respondents sometimes came to the English class on time and 6 (13.9%) of respondents never came to the English class on time.

**Table IV.5**  
**Students Response on Attending Every English Learning Process**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	23	53.5 %
2.	Sometimes	13	30.2 %
3.	Never	7	16.3 %
Total		43	100 %



This table show us that 23 (53.5%) of respondents always attended every English learning process, 13 (30.2%) of respondents sometimes attended every English learning process and 7 (16.3%) of respondents never attended every English learning process.

**Table IV.6**  
**Students Response on Bringing English Book in Studying English**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	20	46.5 %
2.	Sometimes	15	34.9 %
3.	Never	8	18.6 %
Total		43	100 %

This table show us that 20 (46.5%) of respondents always brought English book in studying English, 15 (34.9%) of respondents sometimes brought English book in studying English and 8 (18.6 %) of respondents never brought English book in studying English.

**Table IV.7**  
**Students Response on Bringing Dictionary in Study English**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	3	7.0 %
2.	Sometimes	34	79.1 %
3.	Never	6	13.9 %
Total		43	100 %

This table show us that 3 (7.0%) of respondents always brought dictionary in studying English, 34 (79.1%) of respondents sometimes brought dictionary in studying English and 6 (13.9%) of respondents never brought dictionary in studying English.

**Table IV.8**  
**Students Response on Using Dictionary to Help Them**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	15	34.9 %
2.	Sometimes	19	44.2 %
3.	Never	9	20.9 %
Total		43	100 %

This table show us that 15 (34.9%) of respondents always used dictionary to help them, 19 (44.2%) of respondents sometimes used dictionary to help them and 9 (20.9%) of respondents never used dictionary to help them.

**Table IV.9**  
**Students Response on Making Summary of the Material**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	5	11.6 %
2.	Sometimes	33	76.8 %
3.	Never	5	11.6 %
Total		43	100 %

This table show us that 5 (11.6%) of respondents always made summary of the material, 33 (76.8%) of respondents sometimes made summary of the material and 5 (11.6%) of respondents never made summary of the material.

**Table IV.10**  
**Students Response on Doing Homework at Home**

No	Alternative answer	Frequency	Percentage
1.	Always	11	25.6 %
2.	Sometimes	25	58.1 %
3.	Never	7	16.3 %
Total		43	100 %

This table show us that 11 (25.6%) of respondents always did homework at home, 25 (58.1%) of respondents sometimes did homework at home and 7 (16.3%) of respondents never did homework at home.

**Table IV.11**  
**Students Response on Doing the Task Given by Teacher**

No	Alternative answer	Frequency	Percentage
1.	Always	18	41.9 %
2.	Sometimes	17	39.5 %
3.	Never	8	18.6 %
Total		43	100 %

This table show us that 18 (41.9%) of respondents always did the task given by teacher, 17 (39.5%) of respondents sometimes did the task given by teacher and 8 (18.6%) of respondents never did the task given by teacher.

**Table IV.12**  
**Students Response on Studying English with Their Friends**  
**If English Class Finished**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	6	14.0 %
2.	Sometimes	28	65.1 %
3.	Never	9	20.9 %
Total		43	100 %

This table show us that 13 (30.2%) of respondents always studied English with their friends if English class finished, 28 (65.1%) of respondents sometimes studied English with their friends if English class finished and 9 (20.9%) of respondents never studied English with their friends if English class finished.

**Table IV.13**  
**Students Response on Studying English to Get a Good Mark**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	18	41.9 %
2.	Sometimes	15	34.9 %
3.	Never	10	23.2 %
Total		43	100 %

This table show us that 18 (41.9%) of respondents always studied English to get a good mark, 15 (34.9%) of respondents sometimes studied English to get a good mark and 10 (23.2%) of respondents never studied English to get a good mark.

**Table IV.14**

**Students Response on Discussing with Their Friends if Have Homework**

No	Alternative answer	Frequency	Percentage
1.	Always	7	16.3 %
2.	Sometimes	27	62.8 %
3.	Never	9	20.9 %
Total		43	100 %

This table show us that 13 (30.2%) of respondents always discussed with their friends if have homework, 27 (62.8%) of respondents sometimes discussed with their friends if have homework and 9 (20.9%) of respondents never discussed with their friends if have homework.

**Table IV.15**

**Students Response on Reading the Book before Enter the Class**

No	Alternative answer	Frequency	Percentage
1.	Always	5	11.6 %
2.	Sometimes	26	60.5 %
3.	Never	12	27.9 %
Total		43	100 %

This table show us that 13 (30.2%) of respondents always read the book before enter the class, 26 (60.5%) of respondents sometimes read the book before enter the class and 12 (27.9%) of respondents never read the book before enter the class.

**Table IV.16**  
**Students Response on Practicing English Every Day**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	6	13.9 %
2.	Sometimes	35	81.4 %
3.	Never	2	4.7 %
Total		43	100 %

This table show us that 13 (30.2%) of respondents always practiced English every day, 35 (81.4%) of respondents sometimes practiced English every day and 2 (4.7%) of respondents never practiced English every day.

**Table IV.17**  
**Students Response on Studying English in the Morning and at Night**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	4	9.3 %
2.	Sometimes	34	79.1 %
3.	Never	5	11.6 %
Total		43	100 %

This table show us that 13 (30.2%) of respondents always studied English in the morning and at night, 34 (79.1%) of respondents sometimes studied English in the morning and at night and 5 (11.6%) of respondents never studied English in the morning and at night.

**Table IV.18**  
**Students Response on Reviewing the Lesson at Home**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	9	20.9 %
2.	Sometimes	26	60.5 %
3.	Never	8	18.6 %
Total		43	100 %

This table show us that 13 (30.2%) of respondents always reviewed the lesson at home, 26 (60.5%) of respondents sometimes reviewed the lesson at home and 8 (18.6%) of respondents never reviewed the lesson at home.

**Table IV.19**  
**Students Response on Reading English Book in the Library**  
**If the Teacher Doesn't Attend in the Class**

<b>No</b>	<b>Alternative answer</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Always	5	11.6 %
2.	Sometimes	20	46.5 %
3.	Never	18	41.9 %
Total		43	100 %

This table show us that 5 (11.6%) of respondents always read English book in the library if the teacher doesn't attend in the class, 20 (46.5%) of respondents sometimes read English book in the library if the teacher doesn't attend in the class and 18 (41.9%) of respondents never read English book in the library if the teacher doesn't attend in the class.

### 3. The Data of The Students' Result of Semester Test

**Table IV.20**

**The Data of the Students' Result of Semester Test**

No	Categories	Scores	Frequency	Percentage
1.	Excellent	80 – 100	8	18.6 %
2.	Good	70 – 79	10	23.2 %
3.	Fairly God	60 – 69	15	34.9 %
4.	Weak	50 – 59	7	16.3 %
5.	Poor	0 – 49	3	7.0 %
Total			43	100 %

The table shows that 8 (18.6%) students got excellent score, 10 (23.2%) students got good score, 15 (34.9%) students got fairly good score, 7 (16.3%) students got weak score and 3 (7.0%) students got poor score.

### B. The Data Analysis

The writer has presented the data gathered in the research. Thus, the writer will analyze them in order to know any significant correlation between motivation in



learning English and English learning achievement. The data of motivation in learning English and English learning achievement of the second year of SLTPN 11 Kampar can be seen the following tables:

### 1. Motivation in Learning English

**Table IV.21**  
**The Percentage of Students' Motivation in Learning English**

NO Table	A		B		C		Total
	F	P	F	P	F	P	
IV.1	15	34.9	21	28.8	7	16.3	43:100
IV.2	13	30.2	26	60.5	4	9.3	43:100
IV.3	2	4.7	36	83.7	5	11.6	43:100
IV.4	19	44.2	18	41.9	6	13.9	43:100
IV.5	23	53.5	13	30.2	7	16.3	43:100
IV.6	20	46.5	15	34.9	8	18.6	43:100
IV.7	3	7.0	34	79.1	6	13.9	43:100
IV.8	15	34.9	19	44.2	9	20.9	43:100
IV.9	5	11.6	33	76.8	5	11.6	43:100
IV.10	11	25.6	25	58.1	7	16.3	43:100
IV.11	18	41.9	17	39.5	8	18.6	43:100
IV.12	6	14.0	28	65.1	9	20.9	43:100
IV.13	18	41.9	15	34.9	10	23.2	43:100
IV.14	7	16.3	27	62.8	9	20.9	43:100
IV.15	5	11.6	26	60.5	12	27.9	43:100
IV.16	6	13.9	35	81.4	2	4.2	43:100
IV.17	4	9.3	34	79.1	5	11.6	43:100
IV.18	9	20.9	26	60.5	8	18.6	43:100
IV.19	5	11.6	20	46.5	18	41.9	43:100
Total	204	474.5	468	1068.5	145	337	817

The above table describes that option A has 204 or 474.5% responses, option B has 468 or 1068.5% responses and option C has 145 or 337% responses. So, the total answer of data is 900.

## 2. English Learning Achievement

**Table IV.22**  
**The Percentage of Students' English Learning Achievement**

No	Categories	Scores	Frequency	Percentage
1.	Excellent	80 – 100	8	18.6 %
2.	Good	70 – 79	10	23.2 %
3.	Fairly Good	60 – 69	15	34.9 %
4.	Weak	50 – 59	7	16.3 %
5.	Poor	0 – 49	3	7.0 %
Total			43	100 %

The table shows that 8 (18.6%) students get excellent score, 10 (23.2%) students get good score, 15 (34.9%) students get fairly good score, 7 (16.3%) students get weak score and 3 (7.0%) students get poor score.

From this data, it can be assumed that the students' English learning achievement is not bad. It can be seen from the number of students who are fairly good (15 students or 34.9%).

## 3. Analysis Data

Result of data analysis scored 0.762 with level significant 0.000, this shows there is relationship between motivation in learning English and English learning

achievement. Because the coefficient correlation has sign positive (+), it means the higher motivation in learning English is, the higher English learning achievement will be and the lower motivation in learning English is, the lower English learning achievement will be. So, hypothesis is received or accepted.

The level of students' motivation to the subject will influence their achievement. The more positive or higher students' motivation in the subject is, the more affects in their achievement to the subject will be.

Based on the result of research in SLTPN 11 Kampar, height of English learning achievement is influenced by height of motivation in learning English. It means that there is significant correlation between motivation in learning English and English learning achievement of the second year of SLTPN 11 Kampar, and it can be concluded the factors that influence achievement of students in learning are described below:

- a. Intelligence
- b. Attention and interest
- c. Talent
- d. The way of learning
- e. Learning environmental
- f. School
- g. Motif

## **CHAPTER V**

### **THE CONCLUSION AND SUGGESTION**

#### **A. The Conclusion**

Based on this research will be able the conclusion, they are:

1. The students' motivation of learning English in SLTPN 11 Kampar is good.
2. The students' English learning achievements in SLTPN 11 Kampar is good.
3. There is significant correlation between motivation in learning English and English learning achievement of the second years of SLTPN 11 Kampar.
4. There is positive correlation between motivation in learning English and English learning achievement of the second years of SLTPN 11 Kampar.
5. The students' English achievement is significantly influenced by their motivation in learning English.
6. The factors that influence achievement of students in learning English are described below:
  - a. Intelligence
  - b. Attention and interest
  - c. Talent
  - d. The way of learning
  - e. Learning environmental
  - f. School
  - g. Motif

### **C. The Suggestion**

1. To the students of SLTPN 11 Kampar

The students are suggested to study English more seriously and not to scare of the errors and mistakes in learning English, because mistake is a process in learning and should be remembered that English is not our mother tongue, English is a foreign language.

2. To the teacher of SLTPN 11 Kampar

The teachers are suggested to encourage the students' motivation in learning English. So that, the students can achieve good score and increase their English achievement.

3. To headmaster of SLTPN 11 Kampar

The headmaster is suggested to give motivation to the students in order to study English more diligently.

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